DOCUMENT RESUME

ED 095 044 SO 007 662

AUTHOR	Azzouz, Azzedine; And Others
TITLE	Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 6, Number 2, 1972.
INSTITUTION	Agence Tunisienne de Public Relations, Tunis (Tunisia).
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-73-55026-02
PUB DATE	72
NOTE	43p.; A related document is ED 085 313
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Annotated Bibliographies; *Comparative Education; Developing Nations; Educational Change; Educational Development; *Educational Philosophy; *Educational Policy; *Educational Problems; Educational Theories; Higher Education; Instructional Materials; Literacy Education; School Organization; Special Education
IDENTIFIERS	*Africa; Algeria; Libya; Morocco; Tunisia

ABSTRACT

Annotations of articles, written in English, provide the content for an annotated bibliography of educational materials written in French useful to those with an interest in North Africa. Sections on Algeria, Libya, Morocco, and Tunisia cover topics such as the philosophy and theory of education, educational organization, adult education, teacher training, religious education, artistic education, special education, and teaching aids. A final section is reserved for annotations of materials relating to the special problem of university reform in Tunisia. A list of sources and authors concludes the bibliography. (KSM)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

ALGERIA

LIBYA

MOROCCO

TUNISIA

Vol. 6 No. 2 1972

Compiled for the Office of Education,
U.S. Department of Health, Education and Welfare
and the National Science Foundation, Washington, D.C.
by the Agence Tunisienne de Public-Relations,
6, rue de Hollande, Tunis, Tunisia

ED 095044

TT 73-55026/02

Prepared for

THE OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

and

THE NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

by the

AGENCE TUNISIENNE DE PUBLIC-RELATIONS

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I. ALGERIA

Philosophy and theory of education

1. Taleb-Ibrahimi, Ahmed. "Discours du ministre de l'Education nationale" (Speeches of the Minister of Education), 3 vol.: I 1965-1966, 200 pp; II 1967-1968, 280 pp; III 1969-1970, 199 pp. Impr. nat. alg., undated. /In: Annuaire de l'Afrique du Nord X. 1971, pp. 1006-1007./

The author, who was minister of education from June 1965 until July 1970, at which time the ministry was split in two, is one of the promotors or the promoter of the currently-applied educational policy. The speeches contained in this work represent a ministerial version of the conception and putting into effect of this policy. The essential part of the work is devoted to education and makes it possible to follow the phases of the decolonization of teaching and the renewal planned according to the orientations set up right from the beginning: Algerianization, Arabization, democratization, scientific and technical vocation, as well as the necessity of an integration into the overall planning.

2. "Le système éducatif global de l'Algérie. Le problème de la maitrise de l'existence" (The Algerian global educational system. The problem of the mastery of existence). Algiers, SNED, 1972. 55 pp. /In: Informations rapides, 8th series, no. 9-10, Sept, 1972/

This brochure was done as a contribution to the research on education in Algeria, in the desire of renewing its problematics thanks to the efforts of cultural anthropology and as a function of the undertaking of socio-economic development. An attempt is made in the first part to characterize the type of mastery of existence spread by the global educational system of the original Algerian society.

In the second part this original mastery is set in relation to that required by the current Algerian undertaking in development. The conclusion proclaims for all, the right to the mastery of existence, even if the type of mastery chosen is different from that of others.

3. "a ʒwa:un ʒala: siya:sati at-taʒli:mi fil-Ɣazai:r" (Light on educational policy in Algeria: Authenticity, nationalism and modernity: three bases of progress). As-Sabah, April 22, 1972.

Arabic is given great importance in the education of Algerians. The purpose is to preserve a prestigious culture and to train competent staff at school and outside, who can use their knowledge in their native tongue. This dual

purpose policy led to the teaching of scientific subjects in Arabic up to the university level.

Some enrollment figures are given to stress the serious effort officials are making in the area of education. From the colonization period to 1968-1969, the number of children being enrolled jumped from 130,000 to 1,600,000 (the figure includes 50% rural children). In secondary schools, the enrollment is 170,000 (in 1968-69), a figure which includes a 27% increase over the previous year. The number of students in higher education is estimated at 14,000.

For the year 1970, the number of Algerian pupils and students was about 2 million.

4. "La jeunesse algérienne: une force à l'avant-garde de la promotion" (Algerian youth: a force in the forefront of promotion). L'action, special issue, Algeria. April 22, 1972, p. V.

Algeria has undertaken to make an exceptional effort for the instruction, training and moral edification of young people. Three important measures have been undertaken, the development of centers for young people, the development of sports, and the formation of trained staff.

5. "Jeunesse: éducation et scolarité. Algérie" (Youth: education and school attendance. Algeria). Revue de Presse, No. 165, May 1972.

The first part of the article gives the data concerning the youth organizations.

The second part is taken from the revue "La République", the issue of May 9, 1972, on the limits of the school. The percentage of those who go from primary to intermediate education must not exceed 40%. No willaya has structures enabling it to accept more than this number, which is 70% from intermediate to secondary. The objectives of the plan concern above all the search for and establishment of the material, financial and human means necessary for the application of the fundamental options of democratization, Arabization and scientific and technical orientation, at the same time remaining within the limits imposed by the budget. A campaign of information for parents and students has been instituted to indicate the opportunities which await students. El Moudjahid of May 10, 1972 mentions a bill of December 14, 1971 concerning reorganization of the baccalaureate and indicating the modifications.

6. "Action socio-éducative en milieu rural. Une oeuvre de rénovation" (Socio-educational action in a rural milieu. A work of renovation). El Djeich, May 1972, no. 108, pp. 15-17.

This article treats the problem of the profit that the small farmer draws from the general economic expansion. With the agrarian revolution, school attendance and cultural animation make up a part of the great priorities of the plan for development. The first action to be taken in rural zones is massive literacy, aided by modern methods of audio-visual training. Literacy will be an integral part of development. The plan provides for making literate 5,000 adults working on self-run farms in the town of Staoueli. Large amounts of money have been devoted to spreading agriculture.

Among children of school age, those of the small farmers are the most deprived. The low standards of their parents, unemployment, poverty and geographic isolation make the interruption of studies at the end of primary school the rule. It must thus be recognized that despite the principles of democratization of teaching, current economic and social conditions put the rural zones at a disadvantage from the start.

7. "An X de l'indépendance. Révolution culturelle: rester soi-meme" (The tenth year of independence. The cultural revolution: to remain oneself). El Moudjahid, June 30, 1972, p. 5.

An expose of the situation at independence and of the effort that had to be made. The essential principles governing teaching are Arabization, democratization and technical and scientific orientation. Algeria is one of the rare countries to dedicate an important portion (more than 25%) of its budget to education. In the four-year plan, 12% of the investments are devoted to teaching and training. From 1962 to 1972, the number of students went from 500 to 22,568 in primary and from 800,000 to 2,500,000 in secondary schools. The number of trained teaching staff has also increased. Another sector was touched on: the reform of teaching and of pedagogical methods, and their adaptation to the realities of the country. The reform applied since 1972 aims at making the university a place for training responsible staff conscious of their national personality, open to the society from which this personality arises. The intellectual elite too must direct that society, and in order that its action may rest on solid bases it must express itself on numerous points.

Educational statistics

8. "at-ta3li:m al-ibtida:i wal mada:ris al mu3tarafi biha: fil-jaza:ir min 3a:m 1964-65 ila: 3a:m 1979-80" (Elementary education in government schools in Algeria from 1964-65 to 1979-80). Al Djeich, No. 98, May 1972, pp. 35-37.

This is a manpower and classroom estimate for the 1970's.

For 1966-67 and 1968-69, the averages for class size and teachers were: 52 pupils and 1.2 teachers per class.

For the year 1979-80 the highest estimated figures are:
3,100,930 pupils
62,019 classrooms
74,423 teachers

The medium estimates call for:
2,996,992 pupils
61,940 classrooms
74,328 teachers

and the lowest estimates of the figures are:
2,934,178 pupils
58,684 classrooms
70,421 teachers.

Educational organization

9. Adam, André. "Chronique sociale et culturelle. I. Algérie. 1. L'enseignement" (Social and cultural chronicle. I. Algeria. 1. Teaching). Annuaire de l'Afrique du Nord, X, 1971 Paris. CNRS 1972. Pp. 390 - 396.

The great objectives are: universalization (the four-year plan provides for the enrollment of all 6-year-old children); Algerianization (which is continuing to progress at a satisfactory rhythm. Thanks to the educational technological institutes, it is estimated that in 1972 the teaching staff of the intermediate cycle will probably be totally Algerianized); Arabization. This has made a spectacular leap this year at all levels of teaching.

Technical education occupies a privileged place and accords to those students who choose it, the maximum number of material and social advantages. The colleges of technical and agricultural instruction will be converted into "Technicums" which will fill the needs in average trained staff. On the higher level, the institutes of technology will be developed and use a new pedagogy. It is the aim of the reforms in higher instruction to base themselves on the specific needs of Algeria. Literacy remains one of the great preoccupations. Cooperation has suffered from the oil crisis.

10. Batache, Karim. "L'enseignement primaire et secondaire souci d'efficacité" (Primary and secondary teaching in the attempt to be effective). Révolution africaine, No. 410, December 31, 1971 - January 6, 1972, pp. 17-18.

The author examines the workings of primary and secondary instruction and the tasks of the various directions -- general inspection, the General direction of studies and programs, the Direction of pedagogical organization and animation, the Direction of training and extra-mural education, the Direction of examinations and scholastic orientation, the directions responsible for financial, material and human means.

11. "Séminaire des Directeurs de Willaya chargés de l'éducation et de la culture. 1972 Alger. (Rapport final.)" [Seminar of Directors of Willayas responsible for education and culture. 1972 Algiers. (Final report.)]. Algiers, March 23-25, 1972. Algiers, Ministry of primary and secondary instruction. 1972, 25 + [33] pp. mimeo.

This seminar was devoted to the preparation of the next school year and to the study of reorganization of technical instruction. Its aim was to discuss, on the basis of already-established documents, conditions of preparation of the 72-73 school year in intermediate and secondary education, the situation of technical instruction and perspectives of reorganization. Other questions were also on the agenda, predictions of the numbers of students and teachers, and the creation of inspection services.

12. Benyaghou, Djamel. "L'enseignement dans la Saoula: 'des hauts et des bas'" (Teaching in Saoula: highs and lows). El Moudjahid, April 4, 1972, p. 4.

Much effort is being made in this region, which is mainly desert, which accounts for a dispersion of the populations, a reticence to enroll girls, especially after a certain age, a high birth rate and the considerable retard in 1962.

The most crucial problems are those of space and trained personnel. It is indispensable that the trained staff necessary be trained on the site, whence the necessity for developing technical instruction. Agricultural teaching is having hardly any success. There are enormous difficulties with domestic education (place, enrollment of girls). Teaching materials are no longer a problem, nor is Arabization. Numerous projects have been undertaken.

13. "Clôture du séminaire sur la préparation de la rentrée scolaire 1972-73" (Closing of the seminar on the preparation of the 1972-73 school year). El Moudjahid, April 23-24, 1972, p. 3.

The seminar was a follow-up to the staff meeting of primary school teachers on March 22. The 4 days of work

were devoted to organizing the catalog of establishments and dividing up the school sectors, to drawing up the predictions of numbers and structures of schools, to studying the propositions of the wilayas for evaluating the needs in teaching staff, and to defining the pedagogical structure. The general secretary of the ministry of primary and secondary education raised certain problems and estimated that the budget for the school year must be fixed for June and that the number of students for January must be known. Preparation for the school year must be done from a single document. For the running of the establishments, it it necessary to have a report for the beginning of the year, a document of preparation and an end-of-year report.

14. "Enseignement primaire et secondaire. Ouverture d'un séminaire des inspecteurs généraux de l'éducation" (Primary and secondary teaching. Opening of a seminar of general educational inspectors). El Moudjahid, May 19, 1972, p. 5.

This meeting will make it possible to discuss a certain number of problems: normalization of the general inspectors' reports, recruitment of inspectors, organization of services of daira responsible for inspection, perspectives for reorganization of technical instruction and conditions for the preparation of the 1972-73 school year.

15. "Programme spécial de Saida. Trois lycées et un institut technologique de l'éducation seront édifiés. 71 nouvelles classes et 44 salles polyvalentes prêtes pour la prochaine rentrée" (Special program in Saida. Three lycees and a technological training institute will be built. 71 new classes and 44 multi-purpose classrooms for the next school year), El Moudjahid, June 10, 1972, p. 7.

The Director of education and culture gave a brief picture of the teaching situation in the region. The rate of enrollment has reached 52.15% of a population 61.53% of which could be enrolled. The problem of space has been solved by half-sessions. Other material problems are awaiting solution. School restaurants are insufficient. The 70% rate of nomadism has hindered the spread of education. Technical education poses the most problems, while Arabization has made notable progress. Numerous constructions have been provided for in the special program, which will mean an increase in numbers.

16. "Semaine nationale de l'école" (National school week). El Moudjahid, June 27, 1972, p. 4.

The last 5 days of the school year up to July 1, which has been declared "school day," will be marked by cultural

and sports festivities. The schoolchildren and lycee students will organize various activities in schools and neighborhoods.

Educational organization - Primary education

17. "Bejaia: une daira aux grandes perspectives de développement. I. L'enseignement: De grands progrès dans le primaire" (Bejaia: a daira with good perspectives for development. I. Teaching: Great progress in primary education). El Moudjahid, May 3, 1972.

The population of the daira of Bougie is 180,000. To show what progress has been made in teaching, a brief report on the pre-plan period is made. 30,027 students were enrolled in the different primary and secondary schools. In primary education alone, there were 25,854, to whom must be added 383 students, 173 of which were girls who attended the Medersa Khaldounia and 420 students in a private school. The number of students in technical education has not changed.

The size of the rural zone makes school groups in the country necessary. The projects planned are discussed. The opening of the polyvalent lycee will put an end to the crisis. It is hoped to construct a normal school and an Arabized lycee.

Educational organization - Secondary education

18. "17,944 inscrits au bac '72" (17,944 registered for the baccalaureate in 72). El Moudjahid, May 10, 1972, p. 3.

The examinations director recently published a document concerning the preparation and organization of the baccalaureate and the inscription of candidates.

The preparation has undergone some change, because of the repercussions of the development of Arabization. The bill of December 14, 1971, brought in certain modifications: suppression of the transitory and normal series, a single baccalaureate with the possibility of writing in Arabic or French in math, sciences, history, geography and philosophy, modification of the coefficients for certain subjects. There has been an increase of 168% for the Arabized section of the baccalaureate, and of 31% for the bilingual one.

The tendency towards scientific subjects has been demonstrated. In the results, account will be taken of age, social situation, conditions of preparation and structures of training.

19. "L'examen de sixième: une nouvelle génération de futurs cadres" (The examination of the sixth year: a new generation of future trained staff). El Moudjahid, May 27, 1972, p. 3.

The number of candidates has increased considerably. Every preparation has been made to see that the examination takes place strictly as it should, without difficulties (means of transportation, meals, etc.).

The four-year plan supposes that at the end of 1972 there should exist a teacher for every class of 44 children. A high percentage of students are choosing technical and scientific education.

20. "Admission dans le second cycle du second degré. Les objectifs du plan quadriennal atteints cette année" (Admission to the second cycle of the second degree. The objectives of the four-year plan attained this year). El Moudjahid, June 3, 1972, p. 3.

The fourth year of secondary school is an important step in secondary school orientation. The first cycle is made up of 4 years of studies during which the student builds up and reinforces basic knowledge and mechanisms in all fields of thought, in "Collèges d'Enseignement général (Colleges of general teaching) (CEG), Collèges d'enseignement moyen (Colleges of technical instruction) (CEM) and lycees. The ministry has taken two measures for a more just orientation: making the first cycle autonomous, i.e. dispensation from the classes of the first cycle of the lycees, and institution of a mode of orientation.

Not all students would be able to go on to the second cycle. The four-year plan provides for 70%. Students who have been refused will be admitted into the different schools recruiting at the level of the 4th year. The 70% will be spread throughout the different sectors with a maximum of profitability and of fairness, thanks to their marks and their school profile.

21. "A l'INPED of Bounedes. Ouverture hier des journées d'études sur les problèmes de la formation dans le secteur de l'industrie" (At the NPED of Bounedes. Opening yesterday of the Study session on the problems of training in the industrial sector). El Moudjahid, June 27, 1972, p.4.

The participants in this session will seek the means necessary and the efforts to be used in the field of training, within the framework of the perspectives of development defined by the plan.

Educational organization - Vocational education

22. "Adapter l'enseignement paramédical aux besoi de notre développement" (Adapting paramedical instruction to the needs of our development). El Moudjahid, April 1, 1972, p. 4.

Within the framework of the work plan drawn up by the ministry of public health, a meeting was held of all the authorities responsible for paramedical instruction at the level of the wilayas in the center of the country, and the directors of the hospitals. The aim of the meeting was to reorganize paramedical instruction on both the theoretical and practical levels, and to reorient training within it as a function of the needs of the hospitals, as well as to make maximum use of the existing substructure. The questions raised concern especially the lack of qualified staff in the paramedical field, programs, and examinations.

23. Chabane, Azzedine. "Code du Travail. La formation professionnelle" (Work Code. Professional training). El Moudjahid, April 25, 1972, p. 8.

Because of the lack of qualified labor, the country must strengthen its action to perfect workers on-the-site. The union plays a large role here. The law of 1964 is not applied everywhere, and is subject to fluctuations in the business situation, especially of private enterprises.

Training has, in the last two years, truly become the business of the union and of business.

In most of the businesses visited by the surveyor, training was a very touchy subject. Many companies are not opposed to the principle of training, but leave the practical aspects to the syndical section, which is incapable of doing anything in this domain.

Educational organization - Higher education

24. Adam, Andre. "Chronique sociale et culturelle. I. Algérie. 2. Les étudiants et la jeunesse" (Social and cultural chronicle. I. Algeria. 2. Students and youth). Annuaire de l'Afrique du Nord, X, 1971. Paris, CNRS 1972. Pp. 396-397.

The beginning of 1971 witnessed the last signs of the student agitation of 1970. The French Communist Party and certain French professors are considered responsible. In January, the National Union of Algerian students was dissolved and the students invited to resume their courses. A body of university guards was created. The students arrested in January were freed in September. The crisis which had lasted for 3 years seems to be ended. The true opponents are not numerous, and the students are not opposed to the policies of the regime. The creation of "educational communes for "the civic education of youth by means of physical activities" has been announced. The national youth council of the FLN is seeking to integrate the JLN into the lycees and colleges, and is not satisfied with the results which have been obtained concerning the political consciousness of young people.

25. Algérie. Enseignement supérieur et recherche scientifique. La refonte de l'enseignement supérieur. Principes et régime des études des nouveaux diplômes universitaires" (Algeria. Higher education and scientific research. The reorganization of higher teaching. Principles and program of studies for the new university diplomas). Algiers, Ministry of higher education and scientific research, 176 pp.

This brochure discusses the general principles of the reform of higher education in Algeria, following a conference of Mohamed Seddik Benyahia, Minister of higher education and scientific research in Algiers, on July 23, 1971, the measures specific to each specialty. A second part enumerates the legislative texts governing the new university diplomas, and the third and last part gives the legislative and statutory texts relative to the general measures for reorganizing university studies and to the particular modalities concerning the new diploma.

26. Zemouri, Kamel. "Constantine: l'université pilote de la réforme" (Constantine: the pilot university of the reform). Révolution africaine, no. 416, February 17, 1972, pp. 18-20.

Before 1967, Constantine was only a university center dependent upon the university of Algiers. Between 1968 and 1970 it obtained its autonomy. The data concerning the numbers of students from 1956 to 1972, the teaching and laboratory facilities and the capacity are given. This university is called to play a considerable role, and could be the pilot university of the reform, considering its newness and the ease with which it has been assimilated.

27. "Université. Où en est la réforme" (The university. What is the situation with regard to reform). El Djeich, no. 106, March 1972, p. 50.

The reform was adopted this year. For new students there is no problem, but for old students the same is not true. In addition, the reform is not applied in the same way in the different universities; the texts are interpreted differently.

Interrogations on the reform have been provided for, and it is considered that it cannot be realized without "total reconversion of the mind" and "an act of faith in the revolution," but neither must the real reasons for this upheaval be lost from sight.

28. Oucherie. "Contrôle ou échanges continus à l'Université" (Control or continuous exchanges at the university). El Moudjahid, April 27, 1972, p. 5.

The university of Algiers has adopted a new conception

studies, but what is the situation with regard to studies? The new concept consists in the choice of a continuous assessment of knowledge. If this control is carried out by interrogations and frequent examinations, then one falls back into the race for good marks, and the method which it is proposed to combat takes over again. Continuous assessment well understood consists rather in continuous exchanges of ideas and knowledge between students and professors. One good method consists in replacing lecture courses by duplicated courses which the students could study, and which would give rise to debate sessions. A new examination system would consist in a direct and open contact. The perspectives imply an important trained staff which Algeria does not have. However, in place of examinations, tests could be instituted for which the subject would consult his course notes.

29. "Une nouvelle méthode d'enseignement adaptée aux réalités du pays à l'Institut National Agronomique" (A new method of teaching adapted to the realities of the country at the National Agronomics Institute). El Moudjahid, May 6, 1972, p. 5.

This new method of integrated teaching would permit engineering students during an inquiry concerning 1,000 work days on-the-site and 3,000 analyses, to see the links which exist between the classic theoretical courses usually given, and those which have been applied under the particular on-the-site circumstances.

The purpose was to make the students participate in the study of a "life-size" problem of development. Teachers directed the work and showed the benefits of the experience.

The INA of Algiers is the first Institute of the Maghreb to apply an integrated instruction.

30. Chibane, Hafid. "Avec les futurs géologues. La réforme universitaire: des conditions idéales d'études" (With the future geologists. The university reform: ideal conditions for study). El Moudjahid, May 13, 1972, p. 4.

The university reform has favorably changed the geology teaching structures, which are important in a country in which the economic development is in large part contained in underground resources. Geology unfortunately remains little known. The classes graduating from the university of Algiers never include more than 25 geologists. The specializations are stratigraphy, paleontology, sedimentology, petrography, geochemistry and mineralogy, structural geology, metallurgical engineering and hydrogeology.

31. "L'ENA fête la sortie de sa cinquième promotion" (The ENA celebrates its fifth graduating class). El Moudjahid, June 23, 1972, p. 3.

On this occasion Mr. Medeghri, Minister of the Interior, expressed his satisfaction. He emphasized the importance of this new class, which constitutes commercial progress for the school and for the government. The advantages of the training come within the framework of the long-term planning for training for higher-level jobs.

It is a matter of providing a level of training which is higher and more specialized, which would raise the students from the presently-acquired level of the bachelor's degree to that of the 3rd cycle of the doctorate. The ENA will be given new missions in its role for perfecting and retraining civil servants, the concept of which is complementary and not competitive with the university, and will have an advantage in the form of specialized practical instruction.

Adult education

32. "Le croissant rouge Algérien: Lorsque la volonté engendre le succès" (The Algerian Red Crescent: When the will creates success). El Moudjahid, June 6, 1972, p. 2.

Workers in dressmaking, embroidery etc. have taken it upon themselves to gather young girls from schools at which they have failed, give them an opportunity to avoid a forced confinement or the dangers of the street, give them one of the most honorable educations and offer them a profession with a future.

33. "Formation d'alphabétiseurs dans les domaines autogérés" (Training of literacy teachers in self-directed fields). El Moudjahid, June 6, 1972.

The literacy campaign in Bel-Abbes does not seem to have been as successful as it was foreseen to be in the region, despite certain remarkable successes. There are communes in which the number of auditors was multiplied by 6 (from 40 to 240), while in others the auditors disappear despite the presence of teachers. The reasons for this come from lack of interest among the populations.

34. "La formation professionelle des adultes en Algérie" (Professional training of adults in Algeria). Nouvelles économiques, no. 114, June 30, 1972, p. 6.

The government has mobilized an important part of the energies and resources of the country for training and promotion, to campaign against unemployment - the training of qualified workers through means other than classical technical teaching. There is a table summarizing the situation with regard to professional training in 1971 according

to Wilaya. The year 1973 will see an orientation towards professions corresponding to the technical progress of the country and a higher level. Eighty-seven centers, 7 of which are new, are provided for. New sections will be opened in the centers. One part of the sections led by foreign teachers is dedicated to the training of trainers. The program allows for 11,000 trainees per year, which represents more than this number, since certain training periods last less than one year.

Teacher training

35. Driss, A. "Médéa - 226 enseignants au stage d'animation culturelle et sportive" (Medea - 226 instructors at the training period for cultural and sports organization). El Moudjahid, April 2-3, 1972, p. 7.

The article speaks of a training period gathering instructors of the wilaya of Tilleri for cultural animation and for sports animation, in consideration of the place occupied by these in the educational system. The cultural program concerns the organization of workshops, of studies of the region, etc. The sports animation is organized according to the modern methods of teaching physical education.

36. Bendigoïlah, Kamel. "Les stages d'animation culturelle et sportive se multiplient dans la wilaya d'Alger" (Training periods for cultural and sports animation become more numerous in the willaya of Algiers). El Moudjahid, April 6, 1972.

Following an agreement concluded by the Ministry of Youth and Sports and the Ministry of Primary and Secondary Education, training periods of cultural and sports animation began to be held.

Since 1971, in fact, each wilaya has been responsible for holding training periods in view of shifting the role of cultural and even sports animation onto education.

This initiative makes it possible to reply to the wishes of a youth in great need of healthy leisure occupations, to put teachers in contact with one another, and to give them the techniques of school animation during very brief (10-day) training periods.

Artistic education

37. "Plaidoyer pour la musique à l'école" (The case for music in school). El Moudjahid, April 27, 1972, p. 5.

Music education seems to be disappearing, although Algerian children are no more closed to sounds, harmony and rhythm than any others. Parents are interested only in

subjects which permit their children to earn their living later on. But it is also important to enrich their lives

Music is a part of the program in secondary school, but inadequately (related to history), and considering what is taught there, the first of the arts becomes the most fastidious of noises.

Special education

38. "L'enseignement des jeunes aveugles; de louables efforts, mais beaucoup reste à faire" (The education of young blind people; laudable efforts, but much remains to be done). El Moudjahid, April 13, 1972, p. 5.

No effort has been spared for enrollment in school. A meeting at the national organization of the Algerian blind is studying the result of the situation for the blind. There are only 2 establishments frequented by only 180 students, whereas there are thousands of inscriptions. When their schooling is finished and they have acquired the certificate of general instruction, the lycees refuse to hire them. The only solution lies in the education of the blind being taken over by the Ministry of Primary and Secondary education, with the Ministry of Health limiting itself to the health aspects of their situation.

Arabization and bilingualism

39. "Ministre algérien de la culture et de l'information: M. Ahmed Taleb: pour 'un bilinguisme circonstanciel mais non doctrinal'" (The Algerian minister of culture and information: Mr. Ahmed Taleb: for "a circumstantial but not doctrinal bilingualism"). La Presse, April 26, 1972, p. 5.

During President Boumedienne's visit, Mr. Ahmed Taleb was interviewed. For him, Arabization remains a priority for teaching. It is the essential basis of it. The Arabic language must be restored to its place in teaching, as well as in the administrative and everyday life.

II. LIBYA

Educational organization

40. "L'enseignement se taille la part du lion dans le budget libyen" (Teaching takes the lion's share in the Libyan budget). L'Opinion, April 4, 1972.

The expenses accorded teaching have increased by five million dinars for the new fiscal year beginning on April 1, and have reached the record figure of 52 million

dinars (approximately 44 million pounds sterling). Of this amount, 6 million are dedicated to higher education.

Educational organization - Higher education

41. "d:li:lu al-ja:mi3ati al-li:biyah, 1971-1972" (Handbook of the University of Libya, 1971-1972). Published by the Univ. of Libya, September 1972, 391 pp.

This first handbook to be issued by the Libyan University traces its development from the time of its inception in December 1955 (when there was only one faculty, 6 faculty members and 31 students) to 1971, when it expanded to 9 schools with 400 faculty members, 460 tutors and an enrollment of 6,000 students.

The university is located in three cities, Tripoli, Benghazi and Al-Baidhal.. It is governed by a president and a 16-member university council. It comprises the schools of Letters, Sciences, Economics and Commerce, Engineering, Law, Education, Agriculture, Medicine, Arabic Languages and Islamic Studies. A school of Petroleum and Mines is under construction.

The university is government-founded and all students are given scholarships, which commits them to work with the government after graduation.

Adult education

42. "Séminaire d'alphabétisation en Libye" (Literacy seminar in Libya). L'Opinion, June 21, 1972.

Mr. Taha Cherif Ben Ameur, interim Libyan minister of teaching, opened a seminar in Tripoli on Monday on the school enrollment of Arab women, reports the Libyan information agency. The delegates represent Egypt, South Yemen, North Yemen, Tunisia, Syria, Oman, Irak, and the Union of the Emirates.

III. MOROCCO

Philosophy and theory of education

43. "Chronique sociale et culturelle. II. Maroc. 1. Les problèmes de l'enseignement" (Social and cultural chronicle. II. Morocco. 1. Problems of teaching). Annuaire de l'Afrique du Nord, X. 1971. Paris CNRS, 1972, pp. 404-407.

The first part concerns the situation as regards the figures for the number of students in primary, secondary and higher education in the fall of 1971, and the number of staff in these same sectors, the distribution between the ministry of education and the French cultural university

mission, and the situation with regard to cooperation in teaching.

Certain modifications have been made in the teaching regime. They concern the baccalaureate, the creation of an Institute of Sociology and that of a Royal Forestry School.

The Ministry of Education was created during the ministrial reorganization of April 23, and the new minister is Mr. Ahmed Laski.

44. Sigisbert, Geneviève. "Les problèmes de l'enseignement" (The problems of teaching). Europe France Outremer no. 507-508, April-May 1972, pp. 23-26.

Morocco has made considerable progress in universalizing education, in Arabization, in increasing the number of trained Moroccan staff and unification. In primary education, enrollment is complete in the large cities. Children are enrolled beginning at the age of seven. The first cycle includes 5 years of studies. In 1971-1972, there were 1,169,300 students, which is just about in agreement with the plan. Arabization is complete in the first two years.

In secondary education, Arabization is above all a problem of personnel. The administrative staff will be completely Moroccan starting from October 1, 1972.

As classical technical instruction has not given the hoped-for results, for lack of opportunities, it has been reorganized with the aim of making it operational. Secondary education is tributary to the French; the Moroccan authorities regret the lack of sufficient pedagogical training and the problems of renewal.

Higher education is characterized by contestation, the most profound cause of which is the problem of opportunities.

45. "Politique or not politique" (Political or not political). L'Opinion Culturelle, May 8, 1972.

The article pleads for a national education, and if the word national means political, then for a political education, which, starting right in primary school, would undertake the training of a new man, dignified and human, whose spiritual and material aspects would be in harmony; a man integrated into the struggle which not only Morocco but the damned throughout the world are carrying on.

46. "Des examens . . . mais aussi des débouchés!" (Exams, but opportunities as well!) L'Opinion, June 24, 1972.

Examinations for entry into the first year of secondary education took place yesterday in the educational establishments of Morocco.

It is a fine thing to organize examinations at different levels, but how much better would it be to prepare the ground for the students' future by creating opportunities.

Educational organization

47. "Crise de l'enseignement: les élèves ont manifesté hier à Rabat" (Crisis in teaching: the students demonstrated yesterday in Rabat). L'Opinion, April 6, 1972.

The teaching situation remains strained in the different cities of the country.

For this reason, the faculties and lycees in Rabat have not resumed courses after the third term vacation.

The students organized an important demonstration to protest the current educational policies and to manifest their solidarity with the students who have been arrested.

48. "Poursuite de la grève à l'Ecole Nationale des Travaux Publics" (The strike at the National School of Public Works continues). L'Opinion, April 8, 1972.

The future engineers remind the authorities that the real solution to the problems of teaching in Morocco does not reside in pursuits, clubbings, arrests or seizures, but rather in a profound analysis and a radical transformation of the public instruction, which is incompatible with the realities of the country.

Educational organization - Vocational education

49. "Un centre pratique pour la formation et la préparation aux examens PTT d'opérateurs radio" (A practical center for the training and preparation for the PTT radio operator examinations). L'Opinion, June 10, 1972.

Created in 1969, the Eurelec-Maroc institute has trained numerous technicians in the fields of electrotechniques, radio, television and computers. Encouraged by the succesSobtained, the directors of Eurelec-Maroc have decided to create a practical center for the training and preparation for the PTT radio operator examinations.

Educational organization - Higher education

50. "Chronique sociale et culturelle. II. Maroc. 2. L'agitation des étudiants et des lycéens" (Social and cultural chronicle. II. Morocco. 2. Agitation among university and lycee students). Annuaire de l'Afrique du Nord, X. 1971. Paris, CNRS, 1972, pp. 407-416.

This year, lycee students were at the origin of the agitation of youth. The demands concern especially the suppression of the 7th year and the equivalence of the technician's diploma with the baccalaureate. Several strikes were held. The sometimes brutal intervention of the police provoked reactions on the part of foreign professors, which led to a reaction, and the stopping of foreign instructors' work. The incident revealed the unease of the cooperation. The second half of the year was marked by the agitation of the students and problems in the university. Mr. Lasky speaks of a reorganization of the university.

51. "Reprise des cours dans les facultés marocaines" (Courses resumed in the Moroccan faculties). La Presse, April 25, 1972, p. 8.

The strike was started three months ago as a sign of the violation of several faculties by many students and professors. The demands (respecting of the democratic and syndical freedoms, participation of the students in the material function of the university residence affairs, liberation of the students and professors who have been held, raising the state of siege and granting of pardons) were satisfied only on April 12, after the appointing of a new minister. Measures were taken to permit the students to make up the time lost.

52. "La situation des étudiants et des lycéens. Maroc" (The situation of university and lycee students in Morocco). Revue de Presse, Vol. 17, no. 165, May 1972, 2 pp.

This article speaks of two different articles. One is taken from Le Monde of April 22, 1972, and summarizes the situation.

After a general strike of 4 months at the university and in numerous lycees, some of the students declared themselves in favor of resuming classes, while the others have not clarified their attitude.

Certain measures have been taken which have led to the relaxation: freeing of students, confirmation of the inviolability of the university, proclamation of its autonomy, participation of the students in the functioning of the university residences and the right for lycees of the second cycle to organize into groups.

The second part of the article reports large extracts from the speech of the Minister of Culture, and of Secondary, Higher and Original Education, Mr. Habib Fihri in Le Matin of May 12, 1972. They concern the current situation in universities and secondary schools, reactions of the professors and the decision to prolong the school year, and the measures taken for the next school year, particularly regarding programs.

53. "Colloque de l'Union des Ecrivains du Maroc sur l'Université" (Colloquium of the Union of Moroccan Writers on the University). L'Opinion, May 9, 1972.

The Writers' Union organized a colloquium on the crisis in the university, in which well-known professors took part. The aim of the colloquium was to clarify what reform the university should undergo in order to become an effective tool in the struggle led by the country.

54. "Reprise des cours dans les lycées et les universités du Maroc" (Resumption of courses in the lycees and universities of Morocco). Maghreb, no. 51, May-June 1972, p. 9.

After the spring vacation, the university and lycee students continued the strike which has been going on for more than three months. In reaction against the demonstrations, the government has arrested intellectuals and called hundreds of young people into military service. On the 13th, the UNEM held a press conference claiming syndical rights for lycees, the study of university reform, the liberation of those who had been arrested and respect for the inviolability of university premises. On the 17th, Mr. Fihri, new Minister of Education, announced that most of the demands would be met, which led to the strike's being lifted in the 24th.

Teacher training

55. "Conférence inter-arabe des syndicats des enseignements" (Inter-Arabic conference of the teaching syndicates). La Presse, March 18, 1972.

The purpose of the Union of Inter-Arabic Syndicates, created following demands of Arabic teaching syndicates for unification and solidarity, is especially to promote teaching in the Arab world in such a way that it can meet the needs of the Arab nation, to adapt itself to progress in the fields of science and civilization, raise the level of Arab teachers pedagogically, scientifically, professionally and socially, to coordinate the relations among teachers in the Arab world on the one hand, and between them and those of foreign countries on the other, so as to establish a close cooperation among them in the field of exchanges.

56. "Colloque sur la formation des cadres enseignants" (Colloquium on the training of trained teaching staff). L'Opinion, April 4, 1972.

More than 15 years have gone by since independence was attained. Nevertheless, Morocco has not yet succeeded in training the staff it needs.

Forty per cent of the Ministry of Education's operational budget is absorbed by 2,000 foreigners, and this constitutes a great gap in the budget and keeps the other 16,000 Moroccans from occupying their normal places as trained teaching staff.

Teaching aids

57. "Colloque de Marrakech sur l'enseignement: nécessité d'améliorer la situation du corps enseignant" (Colloquium of Marrakesh on teaching: the necessity of improving the situation of the teaching staff). L'Opinion, April 1, 1972.

A colloquium was held in Marrakesh on teaching, on March 25 and 26, 1972, organized by the Autonomous Federation of Teaching. The following are some of the wishes which were expressed:

- revising the manuals used by the students;
- creating centers run by the students;
- publishing university reviews;
- encouraging teachers to publish their works;
- changing scientific action;
- printing doctoral theses.

IV. TUNISIA

Philosophy and theory of education

58. "Le huitième congrès du P.S.D. à Monastir, du 11 au 15 octobre 1971. I. Enseignement et culture. a) Enseignement" (The eighth congress of the Destourian Socialist Party in Monastir from October 11 to 15, 1971. I. Teaching and culture. a) Teaching). Annuaire de l'Afrique du Nord, X, 1971. CNRS Paris, 1972, pp. 911-913.

The congress expressed its pride in the progress made in the widespread school enrollment. It recalls the democracy of this education, and proclaims that education must be national.

It recommends the drawing up of a plan with the aim of making Arabic the language of education, of the government and of the cultural and social activities in the country. It recommends to the government that it try to reduce the inequalities between the regional differences and to struggle against the degradation of morals. It proclaims the importance of financing education and recommends a long-term plan.

59. "Intégrer les parents d'élèves dans l'entreprise éducative" (Integrating parents into the educational undertaking). Révolution africaine, no. 420, March 16, 1972, pp. 14-16.

An information week is to be held from March 20-25 for students who are leaving the cycle of elementary teaching and their families, to see the possibilities of orientation and to lead to a better understanding of the atmosphere of professional training and of the conditions under which the professions are exercised. There must be a close collaboration among educators and parents, going in the same direction. The school's work is complex and requires the help of the family in addition, in order to understand the child. Family instruction does not, on many points, agree with academic instruction. Many means could be put to work to bring the two instructions into harmony. The creation of associations of the students' parents is indispensable.

60. "Fin des travaux des commissions de l'Education Nationale. M. Mzali: L'Education doit être une philosophie de la vie et le prélude d'une nouvelle civilisation" (The end of the work of the National Education committees. M. Mzali: Education must be a philosophy of life, and the prelude to a new civilization). La Presse, April 2, 1972.

The reform of the educational program at all its levels, the importance of which was emphasized by President Bourguiba more than 5 years ago, is about to see the light of day. The committees charged by the Ministry of National Education with putting this reform into shape, have undertaken the last phase of their work. Mr. Mzali, minister of education, explained during a free tribune on March 2 at Bizerte that the educational system is a philosophy of life, and the prelude to a new civilization. In this connection he indicated that it is indispensable for Tunisian education to express the conception of the Tunisian society. One may hope that the committees will find adequate solutions which will give back to the educational apparatus its effectiveness.

61. Tlatli, Abd el-Majid. "Enseignement et évolution" (Education and development). L'action, April 26, 1972, p.3.

For several years education has had to confront a development which will revolutionize it from top to bottom. It is not only a teaching method which must develop, but also a way of thinking and working. The author of the article studies a book of Giscard d'Estaing on education and civilization. According to d'Estaing, education must consist in systematizing the continual training which is life, as well as accelerating, amplifying and deepening it. He proposes a system of education designed in a general way for students, teachers and public opinion. The culture, technique and the profession must be reconciled with one another. Modernization passes through pedagogical innovation

and the permanent adaptation to the surrounding environment.

62. Cheroub, Akim. "Tunisie: une jeunesse frustrée" (Tunisia: a frustrated youth). Jeune Afrique, no. 590, April 29, 1972, pp. 26-29.

Tunisia had one of the highest literacy-instruction rates in the world. Education there is the largest "industry" of the country, with 9% of the national resources. For the foreign experts it is a super-investment in contradiction to an optimal allocation of the expenses of repayment.

At the end of an investigation concerning the crisis in education (strike, then closing of the 2 faculties and reopening by presidential decision, accompanied by texts tending to suppress the right to strike), the author mentions the socio-economic imperatives which no reform can neglect to take into consideration.

Since teaching is not adapted to the economic needs, a brain drain risks following the emigration of workers. The educational system is affected by loss through abandoning and repeating of classes. The results are disappointing quantitatively, and qualitatively they are disturbing. The options fixed by the plan have not been realized in secondary education. The disequilibrium in literary studies has repercussions in higher education.

A reform of education has been called for, and committees have been formed of young people. The technocrats have established a plan of action -- to improve the quality by the use of new methods, to act on the population growth, and to rationalize employment. Sociologists find these propositions dangerous.

63. "hal yajibu nasfu al-madrasati?" (Should schools be abolished?), Mohamed Mzali, Al Fikr XVII, 2 (May, 1972), pp. 1-4.

The article is an attack on the Ivan Illich movement in education. After brief comments on the sociopolitical orientation of the movement, the Minister of Education argues that it cannot be followed without impunity in Tunisia. Schools in the traditional sense have enabled the country to shake off the shackles of ignorance and under-development. They also enabled people to accede to the highest social and scientific posts. As a tool to democratize education, the author explains, schools have made it possible for the government to educate one-fourth of its population, most of which has a poor background.

Countries of the Third World cannot afford foreign educational models of the type Illich proposes. These are detrimental to their authenticity and cultural heritage, both of which should be safeguarded.

64. "M. Charles Henin, Ministre de la culture française belge: pour l'éducation permanente" (Mr. Charles Henin, Minister of French Belgian culture: for permanent education). La Presse, May 9, 1972, p. 3.

Within the framework of the Belgian cultural fortnight, Mr. Charles Henin came to Tunisia and replied in an interview concerning his definition of cultural cooperation and of permanent education. Culture which has not been acquired since childhood cannot be caught up on except by a conscious realization of this and by action.

65. "Présidant l'ouverture du congrès du C.I.M.E. M. Mzali: le problème de la rentabilité de l'enseignement est au centre des préoccupations des responsables à tous les niveaux" [Presiding over the opening of the C.I.M.E. (International Council on Educational Means), Mr. Mzali: the problem of the profitability of teaching is at the center of the concerns of authorities at all levels]. La Presse, May 29, 30, 1972, p. 5.

This international congress on the results and perspectives of the use of audio-visual techniques in teaching and education in developing countries, opened at the Bourse du Travail. The congress, organized by the International Council on Educational Means, is being held under the auspices of Unesco, and unites experts from all over the world. The work will concern the renewal of educational systems, and education of adults by new means, the renewal of teacher training, and the transfer of software. A round table will treat strategies for the introduction of the innovation into the educational systems by new means.

In his address, Mr. Mzali, Minister of Education, treated especially the problem of the profitability of the system. He drew up a report on the educational policies and emphasized the "school explosion" which has resulted from them. According to him, the traditional methods must not be condemned, and pedagogical research is insufficient. He mentioned the importance of the parallel school. In conclusion, the battle of teaching is a categorical imperative for the next ten-year period.

66. "A l'occasion de la semaine du croissant rouge M. Mzali: nous œuvrerons à ce que l'enseignement soit plus bénéfique, plus efficace et plus conforme à nos besoins" (On the occasion of the red crescent week, Mr. Mzali: We are striving to make education more beneficial, more effective and more appropriate to our needs). La Presse, May 10, 1972, p. 5.

The Minister of Education defined the task of the sectorial committee of the Plan for Education and Scientific

Research. He affirmed that the government's effort in education is gigantic -- 30% of the national budget, 5 times more children enrolled since 1958, training of qualified staff. He remarked the problems posed by the quantitative development of teaching (failure). The reasons for failure are numerous (dispersal of populations, level of life, lack of teaching equipment, qualification of teachers and excessively large classes). In order to improve the profitability, he emphasized the necessity of adapting the pedagogical programs to the national realities and of not underestimating professional training. At the end of this address, the committee split into three groups: primary education, secondary education and higher education.

67. "Commission économique du Parti. M. Moalla: notre but est de former un citoyen fier de son authenticité et ouvert sur les techniques modernes" (Economic committee of the Party. Mr. Moalla: our aim is to train a citizen who is proud of his authenticity and is open to modern techniques). La Presse, June 7, 1972, pp. 1 and 4.

Mr. Gcaied took the podium under the Party's economic Committee to present a report on education and training during the last ten-year period, its economic and financial aspects and its relations with employment. He then gave a brief historical report on the situation with regard to enrollment before independence. On the question of the structure and development of the enrollment rates, he brought into relief the disequilibrium between the various regions. He emphasized the necessity of making education profitable and of giving it an adequate orientation considering the cost of education and the relation between education and employment. Professional training remains the inevitable and indispensable complement of any educational system. Mr. Moalla then spoke, showing the necessity of evaluating the productivity of instruction.

68. "M. Mzali préside une séance de travail au siège du gouvernorat de Tunis-Sud. La politique éducationelle doit s'orienter plus vers la qualité que vers la quantité" (Mr. Mzali presides over a work session at the headquarters of the governorate of Tunis-Sud. The educational policies must be oriented more towards quality than towards quantity). L'action, June 8, 1972, pp. 1-2.

After studying the results and problems of the governorate and answering a number of remarks, Mr. Mzali, Minister of Education, spoke of a project for university reform, of the difficulties in primary education, of the enlarging of schools and of the creation of new ones. He then spoke of the problem of repeating classes. Letting students repeat more than 2 years leads to enormous financial

burdens. He indicated, in conclusion, that the project for reform of programs of primary and secondary instruction was ready, and would be submitted to the National Assembly after discussion of the project of university reform.

69. "M. Mzali.inaugure une exposition des élèves des classes qui appliquent les méthodes de l'école moderne" (Mr. Mzali inaugurates an exhibit of students of the classes applying the methods of the modern school). La Presse, June 8, 1971, pp. 1 and 5.

The Minister visited the exhibit of samples of the painting and Handwork done by the students of the classes applying the methods of the modern school under the aegis of the association of the Institut Frenet. He emphasized his conviction concerning the effectiveness of the modern pedagogical methods, which advocate the pedagogical one-third principle.

70. "Fin des travaux du Comité sectoriel de l'éducation et de la recherche scientifique" (End of the work of the sectorial committee on education and scientific research). La Presse, June 10, 1972, p. 7.

The meeting was devoted to an examination and discussion of the relations concerning the 3 cycles of instruction. Mr. Mzali, who was presiding, declared that he was convinced that this information would make it possible for the authorities to avoid the gaps which might hinder the good running of the educational policies.

71. "Au cours d'une visite d'inspection dans le gouvernorat de Beja. M. Mzali: l'enseignement vise essentiellement à fournir à tous les enfants la possibilité de s'instruire et de se former" (During an inspection visit in the governorate of Beja, Mr. Mzali: education is aimed basically at supplying all children with the possibility of instructing and training themselves). La Presse, June 15, 1972, p.5.

Visiting an establishment of professional training, the minister did not hide his satisfaction as to the method of self-equipping. In a secondary school he emphasized the necessity of a readjustment of the educational policies to favor a decrease in general instruction, to the profit of the increased development of professional and technical instruction. Teaching must meet the requirements of the market. It is necessary to opt for less theory and more practice, and a functional and quick training. He also spoke on the subject of those who must change courses.

72. "Célébration de la journée du savoir" (Celebration of the day of knowledge). L'action, June 28, 1972, p. 4.

In the speech which he delivered in Tunis, Mr. Hedi Nouira, Prime Minister, emphasized that the democratization of education is a palpable reality and an irreversible movement. The effectiveness of instruction must be increased and it must be adapted to the needs. Parents must avoid all relaxation of morals. Technical and professional instruction must be given the place they deserve.

In the governorate of Tunis-Sud, Mr. Mohamed Mzali, Minister of Education, recalled in a speech that the government of Bourguiba has placed confidence in the generalization of teaching, as true democracy can be guaranteed only by instruction.

73. "Célébration de la journée du savoir" (Celebration of the day of knowledge). L'Action, June 29, 1972, p. 2.

In Sfax Mr. Taieb Slim, member of the political bureau of the Destourian Party and Secretary of State gave an address and declared the necessity of reorganizing teaching in order to face the problems of development.

In Gabes, Mr. Dhaoui Hannablia, member of the political bureau and Minister of Agriculture, made a speech after Mr. Badri, governor of the region, had shown him the progress in teaching in the governorate, backed up by figures.

In Medenine, Mr. Ahmed Chtourou, Minister of Youth and Sports, emphasized that the country's future depends on the spreading of knowledge and science.

74. "La journée du savoir célébrée dans toute la République" (The day of Knowledge celebrated throughout the Republic). L'Action, June 29, 1972, p. 3.

The results of the school year were made public in each governorate.

- In Le Kef: Mr. Sayah, Minister of Public Works and Dwellings thinks it is necessary that education be made more profitable.

In Beja: Mr. Driss Guigua, Minister of Public Health, called the day of knowledge an opportunity for reinforcing the bonds between the generations.

In Kairouan: Mr. Farhat Dachraoui, Minister of Social Affairs - Youth is one principal element in the national work of development.

In Bizerte: Mr. Bellalouna, Minister of Justice - education must be adapted to the realities of the country.

In Jendouba: Mr. Bechir Mhedhebi, member of the political bureau and Minister of National Defense - Democratization constitutes a fundamental choice of the Party and of the Government.

In Sousse: Mr. Khefacha, member of the political bureau and Minister of the Interior - Culture, as a message,

is the most delicate mission which has devolved upon human collectivities.

In Kasserine: Mr. Ben Cheikh, Minister of the PTT - Our aim is to train men and to teach them high moral values.

In Nabeul: Mr. Mohamed Fitouri, Minister of Finance - The day of knowledge is a retrospective of our intellectual and material effort.

Educational organization

75. Tareb, A. "Enseignement, des résultats importants" (Education, important results). El Djeich, January 1972, no. 104, pp. 19-21.

The training of skilled staff is an important problem in development which has led to the effort being made concerning education and training. Progress has been made in the increase of the number of primary, secondary and university students. A process of democratization has begun. When the four-year plan ends the number of students between 6 and 14 enrolled will be near 75%. A new educational system is necessary. The Institutes of Technology opened since 1970 must train a personnel which is qualified for the plan.

Higher education has been reformed and certain accomplishments are improving the conditions of the students. Extra-mural education is in progress.

76. Davet, Michel-Christian. "Tunisie: Bilan d'une décennie" (Tunisia: Report on the last ten years). Jeune Afrique, no. 596, June 10, 1972, pp. 42-43.

Before entering the second ten-year period of development the Tunisian authorities are drawing the lessons from what has been accomplished. The report is made without complacency, and the mistakes are being admitted and responsibility being taken for them. Observing that Tunisia is a school and a shack, Mr. Ayari, Minister of the National Economy, expresses the pride and the disappointment of Tunisians.

Tunisia has accomplished a world performance in dedicating 23% of its domestic product to its investments, that is to its equipment. There are reasons to take pride in the petroleum production and the hotel industry, as well as in the complete school enrollment. The number of children enrolled has risen, between 1961 and 1971, from 450,000 to 1,200,000, or 1/5 of the total population. One-fifth of the total investment is dedicated to the functioning of national education.

77. "M. Mzali reçoit le bureau national du syndicat de l'enseignement technique et professionel" (Mr. Mzali receives the national bureau of the syndicate of technical

and professional teaching). La Presse, June 14, 1972, p. 6.

Various questions were raised in this connection: Timetable, statutes, pay scale, situation of former assistant technical instructors in lycees, integration of instructors in manual and professional instruction, competition, subjects on which the minister gave certain clarifications.

78. "Tunisie an XVII: L'enseignement: des résultats probants" (Tunisia year 17: Education: conclusive results). Jeune Afrique, no. 598, June 24, 1972, pp. 71-75.

Expenditures for national education have absorbed 6.6% of the investments made over ten years, and amount to an average of more than one-third of the budget of the functioning of the government. "Tunisia," say some, is a school and a shack." This emphasized the priority given to school enrollment. The enrollment of children of 6 has been accomplished. Study grants represent 60% of the total expenses for the functioning of the university. Schools have been constructed in the most remote regions. The progress which has been made concerns all domains. Cooperation in this field is that which has remained most remote from political problems, but the number of cooperants in decreasing. Both French and Tunisians are in agreement that "trainers must be trained." There is a desire to give Arabic the place of national language, but bilingualism is a daily reality, and the Arabization of education, especially at the university level, would mean isolating the students from the world currents of research.

Educational organization - Primary education

79. "M. Mzali préside la réunion des inspecteurs régionaux de l'enseignement primaire" (Mr. Mzali presides over the meeting of regional inspectors of primary education). La Presse, May 26, 1972, p. 5.

Mr. Mzali spoke about the mission of inspectors and educators, and reviewed the questions relative to the passing from one class to the next and to repeating classes, and emphasized the necessity of making primary education more effective and of raising its level at the same time maintaining the principle of democratization.

Educational organization - Secondary education

80. "136,306 élèves ont subi hier les épreuves du concours d'entrée en 1ère année de l'enseignement secondaire" (136,306 students yesterday took the competitive exams for entering the first year of secondary education). La Presse,

June 4, 1972, p. 1.

Mr. Mzali went around the schools to see how the examinations were being carried out. The number of students is divided up as follows: 58.1% for long secondary education, 41.9% for professional secondary education; 64.5% boys and 35.5% girls.

81. "9743 candidats ont entamé hier les épreuves du baccalauréat" (9,743 candidates took the baccalaureate exams yesterday). La Presse, June 12-13, 1972, p. 1.

On this occasion, Mr. Mzali visited certain examination centers. Upon visiting the workshops of one lycee he spoke of the problems of technical training. He asked about the candidates' problems and their impressions of the subjects.

4,080 of the candidates are reading for the baccalaureate, and 3,426 for the secondary normal studies diploma (D.F.S.N.). 1,096 are reading for the diploma of economic technician and 1,161 for that of industrial technician.

82. "Baccalauréat" (The baccalaureate). L'Action, June 15, 1972, p. 4.

The number of candidates has increased. There has been a greater increase in the sections of letters, sciences and normal studies, than in the math section or the technical branch. Measures have been taken to avoid the "dead year" caused by the change in the number of years in the program. A text published in the Official Journal gave the conditions of success.

Educational organization - Vocational education

83. "La formation professionelle dans la section touristique" (Professional training in the tourist sector). Revue Economie, vol. II, no. 2, April-June 1972, pp. 48-50.

The rapid expansion of tourism has led to various problems, one of which is the training of staff, a problem which is aggravated by the urgency of the needs and by the total absence of qualified personnel. The training must meet the needs of a competitive service.

Various measures have been taken. Eight centers of hotel training were opened in 1965, and have since become 5 hotel schools with a two-year cycle, in Sousse, Bizerte, Sidi Dhrif, Djerba and La Marsa. In 1970 the Institute of the Hotel Trade and Tourism was created. The situation would nevertheless be very difficult without a system of internal promotion and of training.

The allocation of credits necessary for meeting this situation remains a determining factor in ensuring a harmonious development of this activity.

84. "Présidant la séance d'ouverture du seminaire international de la formation professionnelle. M. Dachraoui: en développant la formation professionnelle nous oeuvrons dans le sens du développement" (Presiding over the opening session of the international seminar on professional training. Mr. Dachraoui: in developing professional training we are working in the direction of development). La Presse, April 7, 1972.

This seminar was organized by the National Office of Professional Training, with representatives from national and international organizations, diplomatic representatives and representatives from various enterprises and companies.

Mr. Farhat Dachraoui, Minister of Social Affairs, gave a speech setting forth the perspectives of professional training in Tunisia. He emphasized the importance of revising the concept of training in such a way that it lead to employment.

The educational system must be orientated towards the revalorization of manual work and professional training, so that they will no longer be considered as a last resource.

85. Medimagh, Ahmed. "En marge du séminaire international sur les perspectives de la formation professionnelle. Il importe de réaliser une symbiose entre tous les systèmes de formation" (A note on the international seminar on the perspectives of professional training. It is important to achieve a symbiosis between all the systems of training). La Presse, April 15, 1972, p. 2.

There is some question of the bond which should exist between national education and professional training, which seems to reveal the existence of a duplication as to the training of technicians and workers.

There are in reality essential differences (on the one hand, training in accordance with the market and with the demands made, and mass policies and studies on the other) which do not exclude a certain complementarity. The convergence of the two systems must be ensured, and progressive specialties must be included in the training. The recommendations have revealed the necessity of eliminating the alienation of young people with regard to manual work, of motivating businesses and of drawing up an educational policy based on planning of the human resources and taking into account the characteristics of the population and economic development.

86. "Office de la Formation Professionnelle et de l'Emploi (O.F.P.E.)" (The Office of Professional Training and Employment). L'Action, April 30, 1972, p. 6.

The Office of Professional Training and Employment gives an account of the broad range of possibilities of orientation, professional training, perfecting and employment which can be found in the different services represented on a regional scale in all the governorates of the Republic.

These possibilities consist in 27 reception centers for the professional training of adults, distributed over the entire territory and covering a body of 60 specialties - masonry, shoe-working, mechanics, electronics, chemistry, office jobs. Training periods last a minimum of 4 months, a maximum of 3 years, and in most cases 11 months. The ages range from 17 to 40 years and the educational levels are varied (mainly 2nd and 3rd years of secondary). Also mentioned is training in the trades of building, the services of perfecting of lower executives of business and pre-apprenticeship.

87. "M. Dachraoui: Le Président Bourguiba m'a fait part de la volonté de l'Etat de consolider la formation professionnelle" (Mr. Dachraoui: President Bourguiba has informed me of the Government's willingness to consolidate professional training). La Presse, May 1, 1972, p. 5.

Mr. Farhat Dachraoui, Minister of Social Affairs, gave a conference on the role of working youth and of professional training in production. He analyzed the fundamental role of young people in the national development project. He emphasized the importance attached by the government and the President to professional training as a method making it possible to train specialized technicians and workers which the country needs so badly. After a brief historical review, he indicated that, as the President had said to him, the object was to increase professional training to improve its yield, and he insisted on the interest of this training, which will have an important place in the 4th plan. He thanked foreign countries for the aid they have given Tunisia in this domain.

88. "Ecole des Pêches de Kelibia" (The Fishing School of Kelibia). L'Action, May 1-2, 1972, p. 3.

The only school of its kind in Tunisia, the fruit of cooperation between Tunisia and Sweden, it trains skilled fishermen (high-seas or coastal fishing captains, qualified workers' section, mechanics, carpenters). The duration of the studies varies with the specialty. A center for the training of sailors was added this year.

89. Soyez, J. "Les techniques d'apprentissage" (Techniques of apprenticeship). Published by the Institut des Sciences de l'Education, Tunis, May 22, 1972. 19 pp.

This pamphlet gives the place of apprenticeship techniques in pedagogical or educational research, a classification into 6 principal classes, and a list of the techniques of apprenticeship. For each one, the definitions, supports and tendencies are studied. This list of techniques is not exhaustive. The aim of this inventory is to serve for the general culture of teachers, and educators in general. They occupy a place among the general objectives of educational research.

90. "L'enseignement agricole, et après!" (Agricultural education, and then what!) La Presse, June 15, 1972, p. 2.

Committees have been created to analyze the situation with regard to agricultural education, to determine the qualitative and quantitative needs of the market and to study the structure of the programs and the motivations of the students. Agricultural education has been subject to all the about-faces in the economic policy and created much unemployment because of the incompatibility between the supply and the demand. It is usually an "emergency way out" for those who have failed secondary school, and is rarely chosen as a vocation. The Chott Meriem Institute is one of the most appreciated in Tunisia and its first graduating class emerged in 1971-72. A reconversion of agricultural education could save the vital part of the economy and of the developing society from sclerosis.

91. "Réorganisation de l'enseignement agricole" (Reorganization of agricultural teaching). L'Action, June 23, 1972, pp. 1 and 4.

The Ministerial Council heard a report from the Minister of Agriculture on a bill organizing agricultural instruction into its different cycles. It is the intention of this text to adapt this instruction to the realities of Tunisian agriculture, to put it in a position to satisfy the national needs for both the public and the private sectors, and to meet the requirements of agricultural development by diversifying the training in accordance with market and employment.

92. "Remise aux autorités tunisiennes du Centre de formation des cadres de Grombalia" (The Center for the training of qualified staff is handed over to the Tunisian authorities). L'Action, June 24, 1972, p. 2.

A ceremony was held during which was handed over to the Tunisian authorities, the center for the training of

qualified staff realized with the collaboration of the Belgian and Tunisian governments (the Belgian Center for Aid for development in Freedom and Progress, and the Tunisian Office of Professional Training and Employment).

The Center has, in three successive graduating classes, been able to train one hundred and one young people. It specializes in the training of skilled workers in general mechanics and has effectively contributed, according to Mr. Hannablia, the Director, to supplying a highly qualified working force for the Tunisian economy.

93. "Séminaire sur la préparation des bacheliers aux grands écoles. Mr. Laatiri: les carrières d'avenir sont les carrières scientifiques" (Seminar on the preparation of baccalaureate-holders for Higher Institutions. Mr. Laatiri: the careers of the future are scientific careers). L'Action, April 4, 1972.

The participants' task was to examine the problems touching the preparation of baccalaureate-holders for higher institutions -- problems of directorship and of managing the cycles, ways of orienting the students, the place of math, particularly modern math. According to the director of the ENIT, Mr. Mokhtar Laatiri, modern math is at the origin of a disorientation of classes. He recalled the ENIT's objectives, which consist in orienting young people towards scientific careers, careers of the future, and he emphasized the importance of practical training periods.

94. "tu:nis la: t sta ni ʒan ita:ra:tiha:" (Tunisia does not ignore its qualified staff). As-Sabah, May 6, 1972, p. 2.

According to the Minister of Education, the difficulties Tunisia is facing in its attempts to make full use of its higher education cadres go back to the French system-oriented educational policies taken as early as 1963.

The problem of equivalence of degrees was not envisaged at that time. With the arrival of the first American-educated graduates, it became a real issue, especially on account of the diversity and inequality in the standards of U.S. universities.

In the Minister's view, "the best solution that is most compatible with the future" consists in creating Tunisian degrees to which equivalence of foreign degrees will be sought. Steps are being taken to establish such degrees.

95. "L'Enit met en place ses organes de direction" (The ENIT installs the instruments of its direction). La Presse, May 17, 1972, p. 3.

A decree appeared in the Official Journal of March 1972 establishing the mission and competence of the National School for Engineers, and specified the nature and composition of the instruments of its direction.

The School is to be administered by a Perfecting Council, assisted by a scientific and technical committee. The Tunisian instructors of the ENIT (full-time professors and engineer-teachers) will elect their representatives from these organs.

96. "Les candidats admis avec mention aux examens du diplôme de technicien industriel et économique pourront poursuivre leurs études supérieures" (The candidates accepted with honors in the examinations for the diploma of industrial and economic technician will be able to pursue their higher studies). La Presse, June 9, 1972, p.4.

This report published by the Ministry of Education says that it has been decided to permit candidates who have had honorable mention in the examinations for the diploma of industrial and economic technician, to pursue a seventh preparatory year. At the end of that year they may sit the examinations giving them access to the University and to pursue their studies at the ENIT (National School for Tunisian Engineers), or at the National Institute for Technical instruction which is to be created.

Religious education

97. Lelong, Michel. "Le patrimoine musulman dans l'enseignement tunisien après l'indépendance" (The Muslim heritage in Tunisian education since independence). Principal thesis for the Doctorate in Letters defended before the Faculty of Letters and Human Sciences of the University of Aix-Marseille on February 20, 1971. 2 vol., 831 pp. and index 42 pp. /in: Annuaire de l'Afrique du Nord X, 1972, pp. 1012-1014./

Tunisia is one of the countries in which the will to modernize is most affirmed, but daring has its limits, and the Tunisian school is not a lay one. Young Tunisians learn in class the dogmas and duties of the Islamic religion. It is this "Muslim patrimony" which the author studies in his thesis, as well as the way in which it has been carried on since independence. The first part is historical, and studies this patrimony before independence, and up until 1969. The second part analyzes the program in the three levels of teaching. The third part shows the university seeking Koranic foundations for a new culture and draws

a picture of the current situation with regard to Islamic law and cultural practices. The last part speaks of the attitude of Tunisians concerning religious instruction and the Islamic heritage. A rich bibliography and an index complete this work.

Artistic education

98. "Du 13 au 20 juillet 1972 la 10 me conférence internationale de l'Association Mondiale de l'Education Musicale se tiendra à Tunis" (From July 13 to 20, 1972, the 10th international conference of the World Association for Musical Education will be held in Tunis). La Presse, April 6, 1972.

Tunisia is the first African country in which the international conference of the World Union of musical education is to be held. The participants are to discuss the theme "Music and society."

Several foreign groups will accompany their countries' delegations and will present galas at the international festival of Carthage.

Arabization and bilingualism

99. "Politique d'arabisation. Rendre à la langue arabe sa dignité et son efficacité en tant que langue de civilisation" (The politics of Arabization. Rendering to the Arabic language its dignity and effectiveness as a language of civilization). L'Action, special issue, April 22, 1972, p. IV.

Measures are being taken on this subject in all the fields of national activity (government offices, public enterprises, information and teaching). Arabic and literacy courses are organized. Almost all the literary disciplines are taught in the national language and a certain number of establishments give instruction only in Arabic. The National Pedagogical Institute has edited, in Arabic, 2,724,000 works for the 1971-72 school year, and has imported 87,400. The institutes of educational technology have been totally reformed. The problem of Arabization remains closely linked with a new conception of the teaching of French.

100. "at-tawnasatu wɛt-taʒri:bu fit-tadri:si bi kuliyatil huquiq . . ." (The Tunisification and Arabization of Teaching at the Faculty of Law are made a necessity by the reality of the situation and the nature of things). A lecture given by Professor Moyhiddin Al-Mabrouk. As-Sabah, May 24, 1972, p. 3.

Fifteen years after independence, the law curriculum

in Tunisian remains French (despite many of the teachers being Tunisian). This is an alienating situation since it leads to the emasculation of the students' personality and ultimately affects the safety of the country be developing an inferiority complex in its future leaders.

The lawyer-professor calls for the substitution of Tunisian for French law, a step which should involve the revival of Tunisia's legal heritage and its preservation and development through individual and group efforts. In this process, he argues, Tunisification should precede Arabization, since the essential consists in the acquisition of knowledge and science. It is a preparatory step for Arabization and is reinforced by it.

V. SPECIAL PROBLEM - UNIVERSITY REFORM

In February 1972 there began a series of student strikes and disturbances which led to a two-month closing of the Faculties of Law and of Letters of the University of Tunis, which caused the university structures to be called into question, and which brought to a head the project of educational reform which had been pending for two years. The troubles elicited from the government a double reaction -- a discussion of the students' attitudes and responsibilities on the one hand, and a discussion of the purpose and structure of the educational organization on the other.

An article in Le Monde (April 18, 1972, p. 7) speaks of the background of these strikes, saying that massive school enrollment has been the cause of a certain lowering of the level of instruction. The article goes on to speak of reform, and of a balance which must be achieved between budgetary requirements and educational investments, and between training and employment possibilities.

Like the above-mentioned article, an article in L'Action (April 18, 1972, pp. 1 & 4) speaks of the reopening of the two faculties. At the same time that he announced this reopening, President Bourguiba gave an address in which he criticized the students' "inconceivable behavior" and spoke of the necessity of preserving moral values and of preventing subversive movements. He admitted the necessity for educational personnel being well-trained, and conscious of their responsibility, but emphasized the students' responsibility to live up to the investments which have been made and to the hopes which are placed in them, as the citizen is responsible for the country's future (cf. La Presse, April 18-19, 1972, pp. 1 & 5).

The president also requested that legal measures be taken to prohibit student strikes in the future. To contribute to the appeasement, however, it was also announced

that the work of the teaching reform commissions had ended. The promise of reform includes a new philosophy of education, with importance being accorded to Tunisification, to raising the level of education and to ensuring a balance between training and employment possibilities. The decentralization of higher education also enters into the plan (IIEE Bulletin, April 21, 1972, no. 28, pp. 1-2; La Presse, June 9, 1972, p. 4).

The Minister of Education, Mohamed Mzali, indicated that during the following ten years a campaign aimed at raising the level of instructors would be organized (La Presse, June 9, 1972, p. 4).

A report published in L'Action (May 28, 1972, pp. 6 & 7; May 30, pp. 6 & 7; May 31, p. 8; June 1, p. 9) examines the current situation at the university, and the viewpoints of instructors and students, the mission of the university and the organization of studies. The report also treats university programs and diplomas and gives tables of numbers of students compared according to institution, governorate, sex and year of study, and of educational expenditures.

Abdellatif Khemakhem, in an article entitled "For a dynamic structure of the university" (Pour une structure dynamique de l'université, L'Action, June 21, 1972, p. 4) writes that the structural reform is located on four levels, the national, the ministerial, the university level and the level of university establishments (disciplinary council, scientific council, etc.).

An editorial in La Presse (June 21, 1972, p. 1) emphasizes the necessity of Tunisian instruction being rooted in the authenticity of the people, while at the same time remaining closely linked to progress, to the development of science and technology and to the development of means of information.

An instructor in a position of authority at the university gives his point of view in an article in L'Action (June 20, 1972, p. 6), again emphasizing the balance which must be attained between instruction and employment possibilities, Tunisification and the decentralization of higher education, among other things.

The National Assembly adopted a motion on the guidelines of the university reform (L'Action, June 21, 1972, pp. 1 & 4), but according to an article in the IIEE Bulletin (no. 30, June 27, 1972, p. 12) the project presented was badly received by the university community -- perhaps because of the rapidity with which it had been drawn up --

and the author concluded that there was little chance that the project would be adopted or the reform carried out.

Other articles, not mentioned, concerning university reform:

"Réunion du Conseil des Ministres. Le Ministre de l'Education Nationale fait un exposé sur la réforme des structures et de l'organisation de l'université" (Meeting of the Cabinet. The Minister of Education makes a statement on the reform of university structures and organization). La Presse, May 29-30, 1972, p. 1,

"Débat sur la réforme de l'Université" (Debate on the reform of the university). L'Action, June 16, 1972, p. 3; June 17, 1972, p. 7.

"Le débat sur la réforme de l'université. l'université un attribut essentiel de notre souveraineté" (The debate on university reform. The university, an essential attribute of our sovereignty). L'Action, June 21, 1972, p. 3.

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